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ABSTRACT

This manual describes the benefits and procedures for implementing a developmental play program. It is intended to be used by both the leader--a counselor, teacher, or other professional--and students who have been trained in the peer facilitator skills. The manual does not include a detailed training program for peer facilitators, but the nature of the training required and suggested materials are included. In the first of the manual's four chapters, general information about developmental play as a project for peer facilitators is provided. The second chapter examines play as an important aspect of development. Intellectual, emotional, and social development are discussed, and opportunities for growth in these areas through play are examined. The third chapter provides information for beginning a developmental play program. Issues discussed are: identifying a need for developmental play; approaching the personnel; selecting and training peer facilitators; and informing parents. The fourth chapter looks at procedures for implementing play times, which are the periods of play designed to enhance the development of children ages 4 through 6 exhibiting developmental delays, whether intellectual, social, or emotional. The format for the play times is described with suggested time periods included. The beginning and closing circles, which provide the transitions between the regular educational program of the students and the play time activities, are described. Individual time, supervision, and types of participants for play time are discussed. Fifteen play times are included with specific objectives outlined, and suggestions for length of time needed. For each play time a supervision section is included with supervisor questions and suggestions for peer supervisor reactions. Numerous black and white photographs illustrate the text, and a list of 49 references is provided. (LLL)

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Play Times:

A Structured Developmental Play Program Utilizing Trained Peer Facilitators

by Judy Harkness Canning

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A Structured Developmental Play Program Utilizing Trained Peer Facilitators

by

Judy Harkness Canning

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Preface

Ominous shadows, terrifying noises,
mysterious rustlings, mystifying voices,
small pattering feet that seem to run before
our own reluctant feet toward the door,
blackness where goblins lurk around a gate,
dark halls where bugbears always lie in wait,
false lights that lure us to a fearsome wildwood. . . .
Some visions make the widening world of childhood
forbidding, dreadful, hard to understand,
a realm of terror, not a pleasant land
even for grownups—let alone a child
bewildered by reckless fancies running wild.

To find a pathway through a tangled wood;
to speak good words—and have them understood;
to turn strange shapes into delightful toys;
to brave all sorrows—and create new joys;
to face dark mysteries and give them names;
to bring the bugbears into cheerful games;
to make new songs and stories without end;
to learn at play—each child should have a friend
who still remembers how it used to be
with fears of frightful things no one can see,
and how some stories, songs, and lively games
will drive away those horrors without names.

In this book, Judy Canning tells how play
helps children learn, and shows a way
for older youngsters—on the "teaching" end—
to make each younger child "a special friend"—
a gifted person who will, in return
help other "special friends" to play and learn.

Margaret B. Fisher
Tampa, Florida
July 18, 1984

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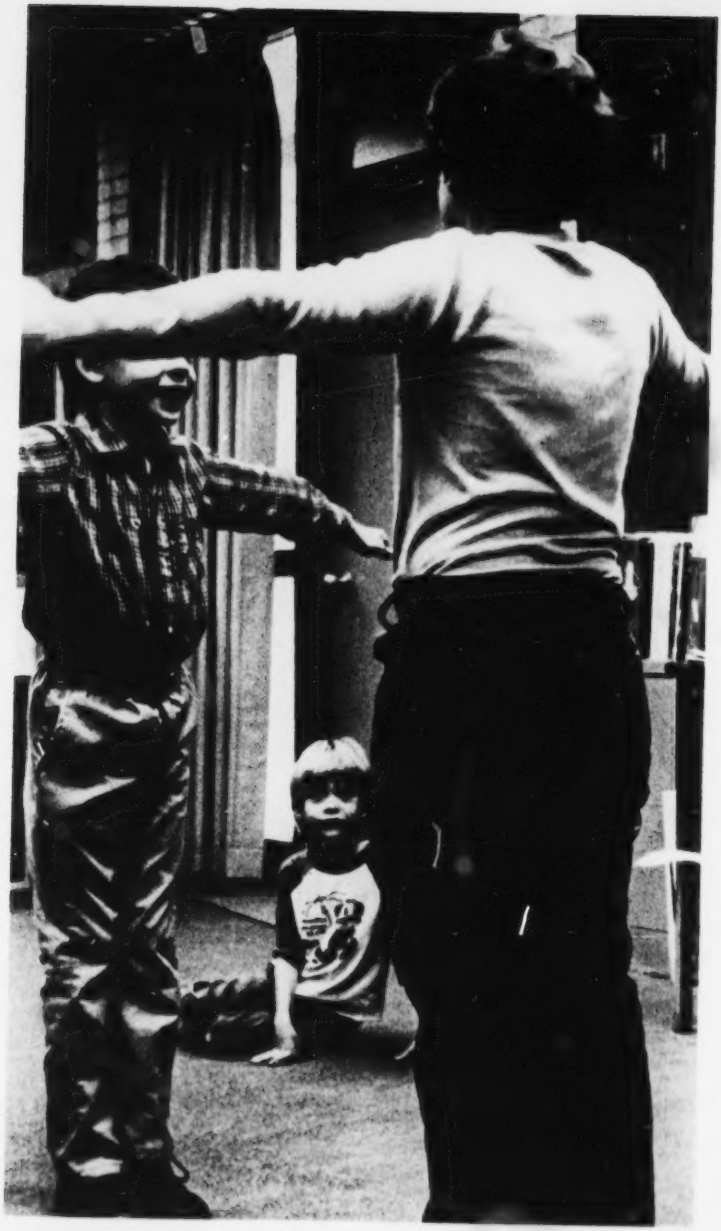

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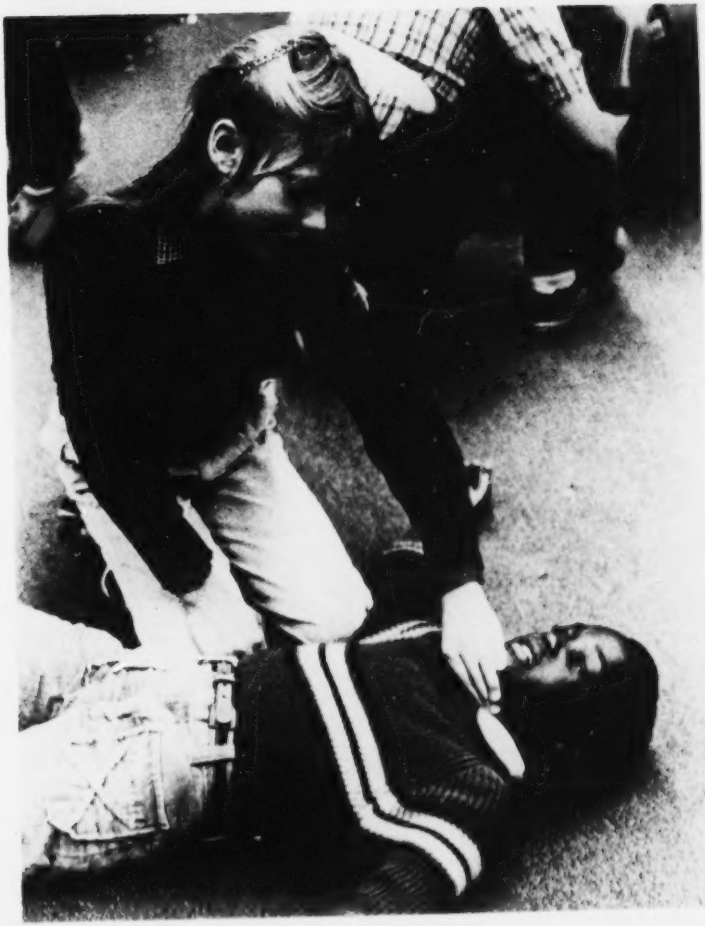
Introduction

Play Times describes the benefits and procedures for implementing a developmental play program. It is intended to be used by both the leader—a counselor, teacher or other professional—and students who have been trained in the peer facilitator skills. The manual does not include a detailed training program for peer facilitators, but the nature of the training required and suggested materials are included. In the first chapter the reader will be provided with general information about developmental play as a project for peer facilitators. General background information concerning the benefits of play in the developmental process is then provided. Finally, there are procedures for implementing *Play Times* which are the periods of play designed to enhance the development of children ages four through six exhibiting developmental delays. These delays may be intellectual, social, or emotional.

CHAPTER 1



Developmental Play

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What is it?

Developmental play is activity imitating the natural play of children. It is the experiential activity by which children integrate and understand the environment and the people within the environment. Developmental play also encourages children to discover and understand themselves, their abilities, and their feelings. Children assimilate new information and fit it into their notion about the world (Piaget, 1962). The *Play Times* that follow are intended to provide self-satisfaction and reward for children as they have fun and enjoy themselves, establishing an important life pattern by discovering that it is okay to have fun (Weininger, 1979).

For Whom?

Children come to school from various backgrounds, having varied experiences. Thus, their developmental experiences vary, resulting in some children exhibiting a delayed rate of maturation. *Play Times* are designed for children, called "special friends," who appear to have a developmental lag. They may be preschoolers or first graders—children between the ages four and seven. The developmental lag may be from insufficient play experiences or from a handicap resulting in a decreased rate of development. They are children who are not ready to progress academically or to relate socially as would be expected of children their age. Intellectual, emotional, or social development is perceived as delayed.

By Whom?

Children who are several years older, called peer facilitators, lead the delayed child through play activities. The peer facilitators are trained to use helping concepts and skills, and are taught and supervised by a professional such as a counselor or a teacher. Peer facilitators are students characterized as being caring, accepting, understanding, and trustworthy. They feel comfortable with younger children and enjoy their companionship. They develop a special relationship with the delayed child by means of the skills they learn and the activities found in *Play Times*.

Why?

There are several general objectives intended to be met by this developmental play project. These objectives are seen as important in the developmental process of children and are included in the play activity. They are:

To increase self-awareness.

To improve interpersonal relationships.

To provide role models for building social skills.

To experience feelings of self-worth.

To increase language development.

To enhance learning.

Weininger (1979) indicates these are areas of development prerequisite to formal learning. The child must move from being an egocentric individual to becoming an individual able to incorporate the ideas, comprehensions, and information of other people. This can be facilitated by the play process. There are more specific objectives relating to these objectives included in each *Play Time*.

Participant Reaction

If you decide to implement a developmental play program, your program will take on some of your personality. Your program will be unique because of the individuals involved. Teachers, peer facilitators, and special friends will look forward to *Play Times*. A special caring relationship builds between the special friend and the peer facilitator. The individuals involved reach out to each other for enjoyment. There are smiles and laughter. As a leader, you will feel satisfaction while children are having fun, helping others in their development. All of the participants will find it difficult to end the *Play Times*, just as it is difficult to say goodbye to someone special. Before making a decision to implement a program, you will probably want to further understand the benefits of play in the development of children. The following chapter briefly reviews these benefits. A bibliography is included at the end of this book for further exploration.

CHAPTER 2

Exploring the Benefits of Play

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Play as an Important Aspect of Development

Play is the main activity in a child's life from infancy to eight years of age (Caplan & Caplan, 1973) and it is the highest expression of human development in childhood (Butler, Gotts, Quisenberry, 1978). It is an experiential process, the value lying with the experience of the activity involved. Play provides pleasure, self-satisfaction, and is a reward in and of itself. The ability to have fun and enjoy oneself is seen by Weininger (1979) as an important life pattern.

Play is the means by which the child learns about the world. During play activities, the child tests, evaluates, re-evaluates, ponders, and comprehends the environment, thus allowing the child to integrate and understand the learning involved. Play activities enable children to understand themselves, to explore their feelings, and to discover their abilities. Piaget (1962) describes play as the process by which the child assimilates information and forms a personal mental image of the world. It is viewed as essential to the child's cognitive, physical, social, and emotional development.

Play Stages

All children, including those who are handicapped, pass through easily identifiable stages of play in the same sequence (Singer & Revenson, 1978; Westby, 1980). The stages are attained according to the individual's rate of maturation and each stage precipitates changes crucial for the next stage (Sponseller, 1974). Piaget views the child's play as a symbolic representation of the child's development (Rubin & Pepler, 1982). *Play Times* are organized around planned activities to assist children who are experiencing developmental lags socially, emotionally, and/or intellectually.

Intellectual Development

Learning flourishes during play because children are active participants, choosing their own activity and consequently, what they learn. Play is the means of experiencing and understanding the environment, building a storehouse of concepts forming the basis of later cognitive functioning (Piaget, 1962). Yawkey (1980) performed research demonstrating that children learned more when play was incorporated into the training of various skills. Playing invites exploring and experimenting with the environment, increasing the child's repertore of responses. Studies by Dansky and Silverman (1973) indicate convergent and divergent problem-solving skills are increased when children are provided the opportunity to learn through play.

Play is also the means by which children's thoughts are conveyed, how children learn to express themselves. Westby (1980) indicates that language training cannot go beyond what children understand. As children play, they talk and learn vocabulary through the experience. They play games of pretending, requiring vocabulary to understand, thus, practicing new ways of expressing themselves. They are learning to verbalize abstractions by listening to friends as they talk about what they are doing. During play with another child, the child learns to listen, to understand, to perceive, to interpret, and then to communicate (Weininger, 1979).

Emotional Development

Children play in an imaginary world which they devise and control. A sense of power, absent in most of their life, is experienced and confidence in their own powers is developed. Children feel in charge of the environment, an experience necessary for ego development and healthy personality growth (Dickerscheid, 1974). Children set their own rules and limits, greatly decreasing the possibility of failure. This mastery of the situation creates a sense of self-worth, of feeling capable.

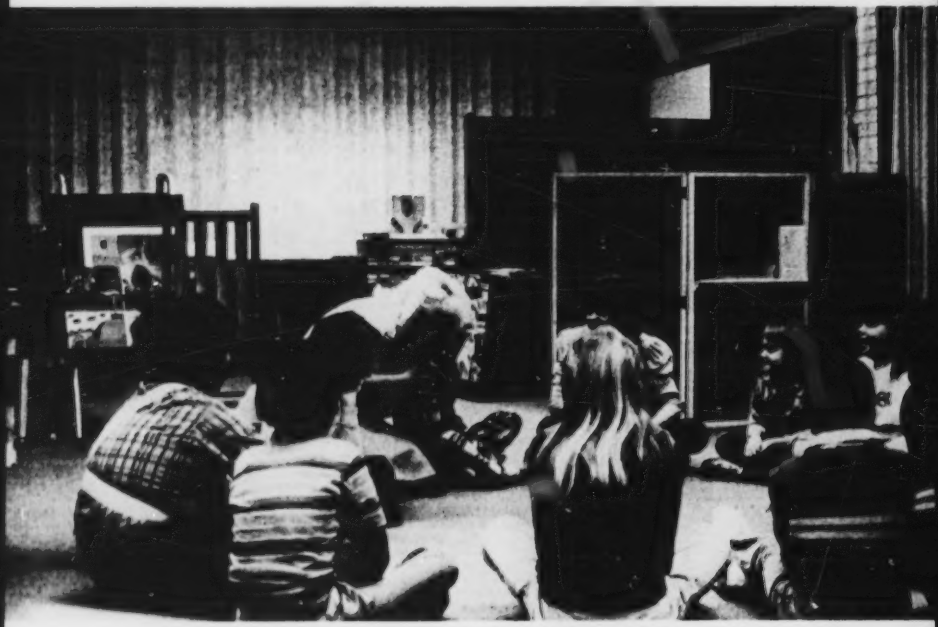
There is also an atmosphere of freedom—of self-direction creating a sense of well-being (Evans, 1974). Children allowed to participate in make-believe are happier children; they are less aggressive (Singer & Singer, 1977). Often behaviors and feelings are expressed through role playing, puppets, art or clay, helping children to understand themselves, others, and their environment.

Much play is social in nature and requires cooperation among the participants. Compromise and the respect of others' wishes are necessary for play to continue (Courtney, 1973); thus, interpersonal relationships and leadership skills are an integral part of the process. Because children usually enjoy the companionship of others, this desire in itself inspires a desire to develop the skills needed for socialization. Role models are an asset in developing behaviors successful for pleasing interpersonal relationships (Brody, 1978).

Social Development

Children begin playing alone and progress to the stage of cooperative play (Weininger, 1978). They learn one can not always play the way one wishes, but must learn to compromise and respect the wishes of others if the play is to continue (Courtney, 1973). Children learn to deal with conflict and crisis by learning to control their own feelings and to understand the feelings of others (Evans, 1974).

CHAPTER 3



Beginning a Developmental Play Program

A developmental play program is a time-consuming commitment. You will need to convince other personnel the program has value, select and train peer facilitators, and supervise the *Play Times*. You will need to arrange your schedule with those involved so that the program will not interfere significantly with the instructional program of others involved. Your enthusiasm will determine the success of the efforts, however, the results will be extremely rewarding.

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Identifying a Need for Developmental Play

The program is designed for students who are four to seven years of age who are developmentally delayed. The students may be in Head-Start, kindergarten, first grade, educably mentally handicapped, emotionally handicapped, or physically handicapped classes. The students are identified as exhibiting intellectual, social, or emotional delays in their development. These students are referred to as special friends throughout this manual. The identification may be made by teachers, a counselor, or by diagnostic personnel. Select between six and eight children for a play group. Developmental play should be seen as beneficial in supplementing the educational program in which the student is enrolled.

Approaching the Personnel

Once a need is identified for the program, the most important step is to explain to those educators who would be involved exactly what will be done. Read the manual thoroughly first in order to explain the benefits of developmental play, whom will be included, how the peer facilitators will be selected and trained, and the time required. Planning and understanding the program is very important at this stage. Discuss the program with the administration, the teachers of children exhibiting developmental delays, and the teachers of the students who will be trained as peer facilitators. It may be helpful to loan them a copy of this manual to read and discuss later. A positive, enthusiastic attitude is essential.

What are Peer Facilitators?

Peer facilitators are students who use helping skills to assist others. In *Play Times*, they assist younger students in their development through the use of playful activities. Peer facilitators demonstrate the characteristics of helping persons needed to create positive relationships with their special friends. They are capable of using communication skills such as reflecting feelings and ideas, asking open-ended questions, and summarizing and clarifying. They know how to really listen to others and to respond so that the others feel listened to. These skills enable peer facilitators to encourage their special friends to respond and benefit from *Play Times*.

Selecting Peer Facilitators

The process of selecting peer facilitators is described in detail in Myrick & Bowman's (1981) book, *Children Helping Children*. This manual will not include the process, but recommends the use of *Children Helping Children* for the leader and *Becoming a Friendly Helper*, also by Myrick & Bowman (1981), as the student manual. The selection process is very important. The students selected as peer facilitators should be fourth graders, ten years old or older. They are students who are caring, understanding, accepting, and trustworthy. The peer facilitator must be capable and willing to make up any classroom work missed during training or *Play Times*. The students who are to be considered should understand what will be expected of them and the content of *Play Times*. Perspective students may participate in *Play Times* to get an idea of what developmental play is about. They must feel comfortable with the play activities. Six to eight peer facilitators are an optimum number to train and to have participate in a developmental play project.

Informing Parents

Parents of selected students should be contacted personally or in writing. The parents of peer facilitators and of special friends should have the program explained to them. The requirements of peer facilitators should be made clear to their parents. Parental permission is recommended as it helps to eliminate any misunderstanding. When parents know and understand what their children are involved in, they are more supportive. Parental support is important in any program implemented in our schools.

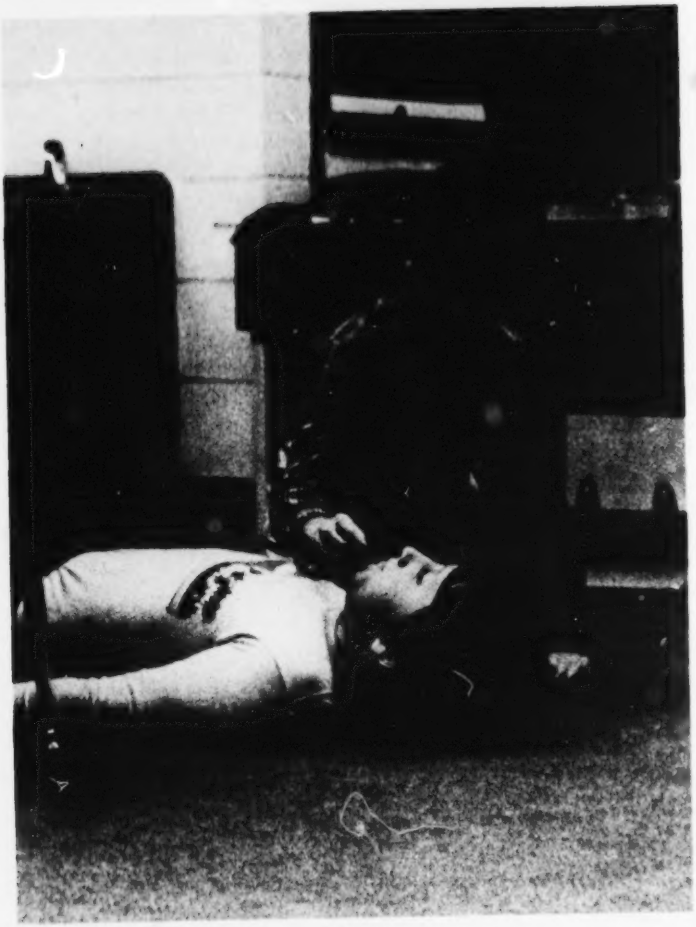
Training Peer Facilitators

The training of the peer facilitators requires ten one hour sessions. The first nine are those Myrick & Bowman (1981) describe in *Children Helping Children* as skills needed for beginning projects. The topics for these nine sessions are:

1. Friendly Helpers
2. Helping Characteristics
3. Skills for Listening
4. More Listening Skills
5. Looking at Responding
6. Asking Open Questions
7. Clarifying and Summarizing
8. Feeling-focused Responses
9. Looking at the Helping Responses (p. 112).

These training sessions will enable the peer facilitators to respond to the feelings of their special friends and to help them to express their feelings. They will also learn ways to encourage expression of thoughts and to clarify what they are hearing. Encouraging communication is important in the process of developmental play. The tenth training session is to describe in detail the operational aspects of *Play Times* which follows.

CHAPTER 4



Aspects of Play Times

Structure

All *Play Times* follow the same format. They open with a beginning circle, followed by an individual time, and end with a closing circle. The beginning and closing circle both involve a large group activity including all the participants. During individual time, students participate in pairs consisting of a special friend and a peer facilitator. *Each Play Time* requires thirty minutes and suggested time periods are provided for the activities. *Play Times* are all followed by a thirty-minute supervision period.

Participants

There are three different participants: the special friend (the developmentally delayed child), the peer facilitator (the trained student leader), and the circle leader. Special friends and peer facilitators are paired prior to the first *Play Time* by the supervisor. These pairs remain together during circle times and individual times as well as during all the *Play Times*. The circle leader may be the supervisor (adult professional) or a peer facilitator. When the circle leader is a peer facilitator, that person would not be paired individually with a special friend. The circle leader leads all circle activities, beginning and closing.

Beginning Circle

The beginning circle provides a transition between the regular educational program of the students and the *Play Time* activities. The students go through a reacquainting process during this time and the mood of enjoying each other is established. Students will form a circle with their partners, alternating peer facilitator and special friends. The students will sit on the floor so if there is not carpeting or clean floors, towels or something to sit on may be needed. The activities will be introduced by the circle leader. Peer facilitators will encourage participation of their special friend if it is necessary.

Individual Time

This is a special time spent with peer facilitators and special friends interacting in pairs. During individual time there are specified activities and often time for students to choose favorite activities from previous *Play Times*. Partners develop a special relationship during this time as they interact with each other. Peer facilitators need to be conscious of their special friend's readiness for some of the activities. If they feel their special friend is uncomfortable with some of the body contact activities, they may substitute previous activities involving less contact. During these individual activities, verbal and non-verbal communication is at a maximum. The helping skills the peer facilitators have learned are used frequently during this one-on-one time. The supervisor and circle leader will be observers during this time. Two minutes prior to the conclusion of individual time, the circle leader will notify the peer facilitators by a pre-arranged signal such as ringing a bell or tapping each peer facilitator.

Closing Circle

The closing circle brings everyone back together and culminates the *Play Time*. These times may involve a group sharing from individual time and are a transition back to the classroom. The activities are led by the circle leader and students sit alternating peer facilitators and special friends as in the beginning circle. It is important to calm down students who may become over enthusiastic during individual time. Closing circle brings closure to the time peer facilitators and special friends spend together. Peer facilitators should always leave their friend with the feeling they enjoyed their time together and by letting them know they look forward to the next *Play Time*.

Supervision

Supervision is essential to the success of the program. The individual responsible for supervision should be present at all *Play Times*. Unless the supervisor is the circle leader, supervisors will not take an active part in *Play Times*. They observe the interaction of the students and are available to deal with any problems that may arise.

Following each *Play Time*, either directly afterwards or at another arranged time, the supervisor meets with the peer facilitators as a group. This is a thirty-minute session, divided into two parts: (1) processing the previous *Play Time* and (2) planning for the next one. During processing, the peer facilitators discuss how they feel about the time spent with their partners and bring up any concerns. The supervisor may ask questions such as, "What did you like best about the time spent with your special friend today?" or "What do you hope will be different next time and how could you make it different?" It is imperative for the supervisor to be aware of any problems and help the peer facilitators solve them.

Following processing, read and discuss the next *Play Time*, making sure the peer facilitators understand the activities and plan for materials if required. Some of the individual time activities may be demonstrated. If the circle leader is a peer facilitator, the supervisor should spend an additional ten minutes with this individual to review circle times. When fantasy trips are included, the supervisor and circle leader may want to rehearse at this time.

Are You Ready?

It will take a lot of planning and valuable time to select and prepare the peer facilitators. Selecting appropriate special friends and maintaining the support of teachers is important to the success. Keep teachers informed when you take peer facilitators from their classes for training. Check with teachers to make sure the peer facilitators are keeping up with their classwork. One way to decrease missed class time is to plan supervision time to coincide with the peer facilitators' lunch period. It is fun to have lunch together and talk and eat at the same time. Now that the hard work is done, enjoy the *Play Times* as the peer facilitators use their skills in the activities and the special friends experience personal growth.

PLAY TIME 1

Objectives:

1. To begin to get to know each other.
2. To begin to build a comfortable relationship.
3. To begin developing eye contact.

Enter singing, "If You're Happy and You Know It, Clap Your Hands."

Peer facilitators will be introduced to their special friends. The peer facilitators will take their special friends by the hand and form a circle alternating peer facilitators and special friends and then sit down on the floor.

Beginning Circle: 8 minutes

1. Teach the theme song: "If You're Happy and You Know It, Clap Your Hands." (see Appendix) (3 minutes)
2. Explain to the special friends that we will be coming to visit once a week and will always begin with a big circle and end with a big circle. (1 minute)
3. IHSFY: "IHSFY" (pronounced is-fe) stands for "I have Something For You." Students choose something to pass from student to student around the circle. Examples are gestures as a wave, a smile or a funny face, a phrase as "Hi," "I like you," or "I'm happy," hugs, tickles, or anything you can imagine. Today only peer facilitators will lead the game, but in the future peer facilitators and special friends will each decide what to pass. Begin with the circle leader passing, shaking hands and saying, "My name is _____." The next person does the same until it is passed back to the leader. The next peer facilitator in the circle passes the next "IHSFY," maybe a phrase as "I like chocolate ice cream." Students will tell something they like. The next peer facilitator may pass a pat on the head. Today, keep away from intimate things such as hugs. Three or four passes are the best for keeping group attention. In the future, the circle leader may choose someone to start the game or ask for volunteers.

It is the responsibility of the circle leader to insure all members are provided an opportunity to initiate an "IHSFY." It is the responsibility of the peer facilitators to make sure their special friends have a turn and to help them decide what they would like to pass if they can't decide by themselves. (4 minutes)

Individual Time: 12 minutes

1. Introductions: Peer facilitators are going to find out things about their special friends and share things about themselves with their friend. Peer facilitators should first tell something about themselves and then encourage their special friends to share about themselves on the same topic. Topics you may choose to share are:
   A. Do you have brothers or sisters? What are their names? How old are they? Do you share bedrooms? What do you like to do together?
   B. What do you like to do in the afternoon after school? Whom do you play with? What do you like to play?
   C. What kinds of things are you interested in? TV programs, sports or crafts?
   D. Do you have any pets? Tell about playing with your pet. (6 minutes)

2. I See You: The object of this game is to encourage your special friend to look at you when you are talking and playing. The game is played by performing a specific activity as zooming like an airplane with arms as wings and making a motor sound. When the special friend looks at the peer facilitator, the peer facilitator makes the movement and/or sound and when the special friend looks away the peer facilitator stops. When the special friend looks at the peer facilitator again, they continue. After a few minutes, switch and have the special friend be the plane. Alternatives are making an animal noise such as if a cow, a bird, a dog, making funny faces, singing, or whatever your imagination comes up with. (6 minutes)

Closing Circle: 7 minutes

1. Sharing: The circle leader will ask all of the circle members to share something they learned about their new friend. Provide some time for the peer facilitators to make sure their special friends can think of something they would like to share. As each person shares the circle leader will thank them for sharing. (5 minutes)
2. Peer facilitators will take their special friends back to their seats/class and tell them, "Good-bye" until next week. This should be done after each *Play Time*. (2 minutes)

SUPERVISION 1

Peer Facilitator Reaction:

1. My special friend's name is _____ .
2. Some of the things I learned about my special friend are _____ .
3. When we played "I See You," I pretended to be _____ .
   and my special friend pretended to be _____ .

Supervisor Questions:

1. Is your friend willing to share with you? What skills have we learned to encourage our special friend to share with us?
2. How did you feel during individual time?
3. Discuss the special friend pictures to be drawn in *Play Time* 1. Who will bring the paper and crayons? What are some of the things peer facilitators will talk about as they draw their special friends? How can the special friend contribute to the drawing?

PLAY TIME 2

Objectives:

1. To continue getting to know each other.
2. To increase self-awareness of the special friend.
3. To increase the special friend's cognitive knowledge in the areas of colors, body parts, and individual physical characteristics.
4. To increase the special friend's verbal communication skills.
5. To increase short term memory.

Enter singing, "If You're Happy and You Know It, Clap Your Hands."

Beginning Circle: 5 minutes

IHSFY: Introduced in *Play Time* 1. The circle leader will start the game and then continue with volunteers. (5 minutes)

Individual Time: 18 minutes

1. Sharing: Talk about what has happened since the last *Play Time*. What did peer facilitators and special friends do on the weekend? What did they do after school? Ask about family members that peer facilitators learned about last week and share about their own family. (3 minutes)
2. Special Friend Pictures: On a large piece of paper, peer facilitators will trace their special friends while they lie down on the paper. Then, together add the special friend's features such as hair, eyes, ears, nose, and mouth. Talk about the features as they are drawn, describing them. "Let's draw your blue eyes and long eye lashes." "How long should we make your brown hair?" Add clothes and identify the colors. When the picture is finished, the peer facilitator and the special friend each sign their names. (15 minutes)

Closing Circle: 7 minutes

Special Friend Pictures: Share the pictures of the special friends. Peer facilitators briefly describe something special about their special friends as how tall they are, their curly hair, or their cute freckles. (7 minutes)

SUPERVISION 2

Peer Facilitator Reaction:

1. What did you learn about your special friend today?
2. What are some personal characteristics you have learned about your special friend? Examples: shy, short attention span, cooperative.
3. How do you feel about your special friend?

Supervisor Questions:

1. How are your special friends responding to you? Are they talkative? Are they cooperative? Which skills will you use when your special friend does not respond in a cooperative manner?
2. In *Play Time* 3, who shall we have hide first and search first? Where are some silly places you can look for the special friend and peer facilitator? Remember peer facilitators should talk about how the special friends look as they are looking for them.
3. Role play "Counting Fingers and Toes" in *Play Time* 3 with a peer facilitator pretending to be a special friend and a peer facilitator playing one's own role. Be sure to make this silly and remember although peer facilitators may count a finger twice or skip counting a finger, they should never count using the number sequence incorrectly.

PLAY TIME 3

Objectives:

1. To increase self-awareness.
2. To increase eye contact.
3. To increase cognitive knowledge in the areas of numerical concepts, special relationships, colors, body parts, and physical characteristics in a fun environment.
4. To enhance the ability to function productively in a cooperative effort.
5. To increase descriptive communication skills.

Enter singing, "If You're Happy and You Know It, Clap Your Hands."

Beginning Circle: 11 minutes

1. Theme Song Variations: Introduce variations to the theme song, "If You're Happy and You Know It, Clap Your Hands" and sing them in the circle.

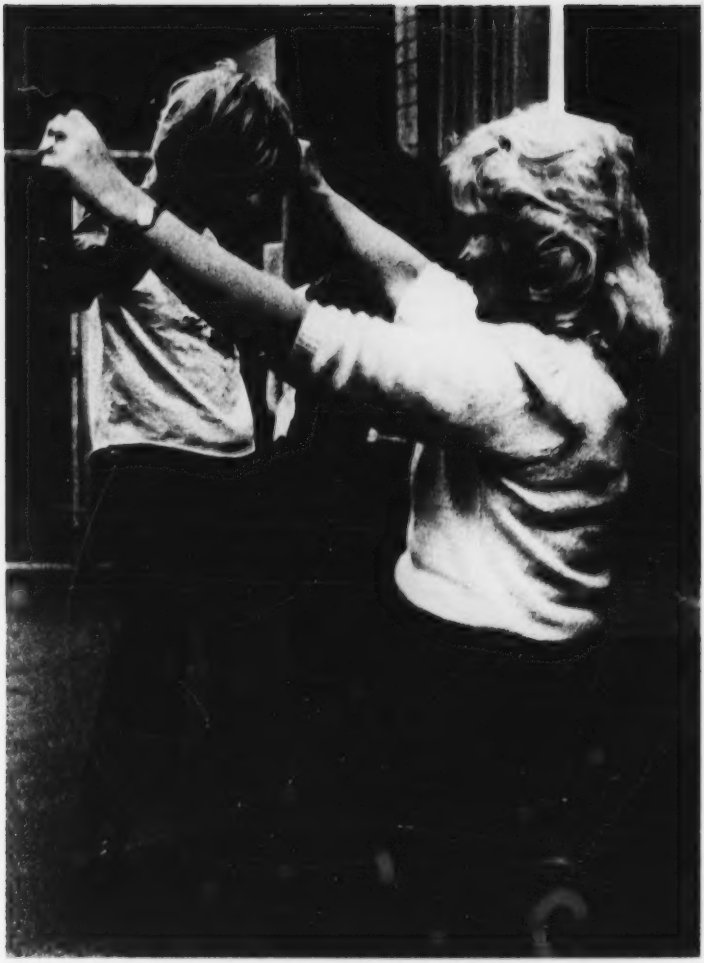
   Variations:
   "If you're happy and you know it, blink your eyes."
   "If you're happy and you know it, smile real big."
   "If you're happy and you know it, hug your friend."
   (3 minutes)

2. Hide and Seek: The circle leader will select a peer facilitator and special friend to hide somewhere in the room together. Before they leave to go hide, the circle leader will encourage the circle members to look at them carefully and describe what they look like so we will remember what they look like. The peer facilitator and special friend go hide together. The circle leader chooses another peer facilitator and special friend to look for the group's lost friends. They will look hand-in-hand for the lost friends. The peer facilitator may ask questions such as: "Let's see, what color hair do they have?" and the special friend is expected to answer. Look in silly places as in the trash can and comment they they are probably too big to be in there. Could they be

under this book? Describe the friends and enjoy the silliness. Ask five to eight questions about those hiding before finding them. When the lost pair is found, the peer facilitator and special friend who has been searching for them are so relieved to find them and bring them back to the group that they give them big hugs first. The circle leader chooses another pair and the game continues. (8 minutes)

Individual Time: 14 minutes

1. Counting Fingers and Toes: Peer facilitators will count their special friend's fingers and toes to see if they are all there. Sometimes count wrong by skipping a finger and coming up with only nine, "Oh dear!" or counting an extra and having eleven or by counting one hand twice and getting fifteen! Always count in the right sequence (1,2,3,4,5,6,7,8,9,10). Ask the special friends to count their own fingers or toes correctly and help them if they can't count to ten. Ask what have these fingers been doing? What have they helped you to eat? Do they help you color? Do they pick favorite colors? Ask questions to encourage the special friends to tell about themselves; what they can do with their hands. (5 minutes)
2. I See You: Introduced in *Play Time 1*. (4 minutes)
3. Statue: The peer facilitators will make their partners into statues. Arrange the special friends' arms and legs and tilt their head various ways. Name body parts as they are arranged. When the special friend is arranged the way the peer facilitator wishes, take a pretend picture with a pretend camera. Then the special friend will make the peer facilitator into a statue and take a picture. (5 minutes)



Closing Circle: 5 minutes

The circle leader will tell the group that they are to share something they enjoyed while playing with their partner today. Peer facilitators will make sure their special friends have something to share before the group begins to share. Encourage members to call their partners by name and thank each individual for sharing. (5 minutes)

SUPERVISION 3

Peer Facilitator Reaction:

1. How does your special friend respond to silly games?
2. Could your special friend remember characteristics of the individuals hiding during the game "Hide and Seek?"
3. Can your special friend count to ten or higher?
4. Have you developed good eye-contact with your special friend?

Supervisor Questions:

1. Is anyone having a problem in any way with their special friend? Write any concerns you may have. How could you handle the problem? Discuss with the group.
2. Role play "Ring My Bell" from *Play Time* 4. Remind peer facilitators to be sure they name body parts as they play this game. What are some of the body parts you feel your special friend may not know?
3. In planning for *Play Time* 4, who should be chosen for the first leaders in "Follow the Leader?" What are some of the characteristics that would make good leaders and which do your special friends have?

PLAY TIME 4

Objectives:

1. To increase the feeling of self worth as a special and unique person.
2. To increase the cognitive knowledge of the vocabulary of body parts.
3. To increase the feeling of being capable.
4. To provide an opportunity to perform verbally and/or non-verbally before the peer group.

Enter singing, "If You're Happy and You Know It, Clap Your Hands."

Beginning Circle: 8 minutes

1. Variations of Theme Song: The variations of the theme song are introduced in *Play Time 3*. Sing all three variations. (2 minutes)
2. Follow the Leader: Play follow the leader with partners. The peer facilitators and the special friends are partners and remain in the circle. The circle leader will begin the game and then select others to be the "leaders." Plan ahead who will be the first "leaders" by asking the peers, "Who has a partner who isn't too shy and who will enjoy the attention?" Do things like clap hands, hold hands and stand on one foot, put right hands on partners' head, or jump up and down. Let each pair of "leaders" lead for about one minute. (6 minutes)

Individual Time: 14 minutes

1. Statue: Introduced in *Play Time* 3. (4 minutes)
2. Ring My Bell: The peer facilitators tell their special friends to think about some place on their bodies like their nose, elbow, or heel and keep it a secret until the peer facilitators find it, by touching and naming body parts, the secret bell spot. A peer facilitator touches the nose of a special friend and says, "Is it your nose?" and so on, naming body parts. When the secret spot is found,

the special friend says, "Ring!" Switch roles and the peer facilitator thinks of a secret spot and the special friend searches. If the special friend doesn't name the body parts, say, "No, it isn't my ear." Repeat the game several times. (6 minutes)

3. Planning: Plan to perform a simple trick for the Closing Circle. The trick may be a somersault, hopping on one foot, making funny faces, or jumping over something. The peer facilitators will introduce their special friends and announce the fabulous trick they will perform for the whole group! (4 minutes)

Closing Circle: 8 minutes

Trick Time: The circle leader will introduce our special show today. We are going to see our special friends perform some tricks. The leader will introduce a peer facilitator, "Now, here is Jimmy! Jimmy, introduce your special friend and tell us about your friend's trick." Peer facilitators will take their special friends to the center of the circle and make a big deal introducing their friends and their tricks. The special friend performs the trick and everyone claps. The circle leader thanks them, compliments the performance, and introduces the next peer facilitator who will in turn introduce the special friend. Continue until all members have had their turn. (8 minutes)

SUPERVISION 4

Peer Facilitator Reaction:

1. How did your special friends respond to "Follow the Leader?" Could they do what the leader did?
2. Do the special friends know the names of body parts? If they just pointed to body parts, how could you encourage them to name the parts next time?
3. What was your special friend's trick? How does your friend react to being the center of attention?

Supervisor Questions:

1. How does your special friend react to touching games as "Ring My Bell?"
2. Sing the "Awareness Song" with the peer facilitators singing about each other. Peer facilitators should think about how they will describe their special friends while singing the song next week. What are some ideas?
3. What are some of the games we've played during Individual Time that you may want to play next week during "Old Games?"

PLAY TIME 5

Objectives:

1. To increase self-awareness.
2. To increase descriptive language skills.
3. To enhance awareness of a safe, trusting environment.

Enter singing, "If You're Happy and You Know It, Clap Your Hands."

Beginning Circle: 10 minutes

1. Awareness Song: The circle leader begins by singing about the individual sitting next to the leader. Make up your own tune. Example: "Here is Sally." The group repeats. The circle leader sings two phrases about that individual with the group repeating after each phrase. "Sally is smiling." The group repeats. "Sally has curly hair." The group repeats. Then, the next peer facilitator sings about a special friend. Continue around the circle with each peer facilitator singing about one's special friend. Describe physical attributes about the special friends, not clothing. (4 minutes)
2. Hide and Seek: Introduced in *Play Time* 3. (6 minutes)

Individual Time: 15 minutes

1. Story Time: Read a book which is very short. As the peer facilitators read the pre-selected books to their special friends, they will stop to discuss pictures and story events. Peer facilitators will encourage special friends to talk about what they see in the pictures and to name things. At times, stop and ask your special friend, "What do you think will happen next?" Peer facilitators will make positive comments about reading as "That was a funny story!" or "I like that story!" (10 minutes)
2. Old Games: Play a game from a previous *Play Time* of the special friend's choice. Peer facilitators may need to name some of the previous games they have played together. Encourage the special friend to make the choice. (5 minutes)

Closing Circle: 5 minutes

Rock-A-Bye-Baby: Use a sheet as the cradle and let each special friend have a turn to lie in the cradle and be rocked by four peer facilitators holding the corners of the sheet. All of the group members stand around them and sing "Rock-A-Bye-Baby" while the special friends are rocked in the cradle (sheet). Substitute the name of the special friend being rocked for the word "baby" in the song. Provide all special friends a turn to be rocked. (5 minutes)

SUPERVISION 5

Peer Facilitator Reaction:

1. How did the special friends react when you sang about them? Did they seem to like it? Were they shy?
2. What book did you choose to read? Could the special friends name the objects in the pictures? Could they anticipate what would happen next?
3. What "Old Game" did you play?

Supervisor Questions:

1. How do the special friends respond when you go to get them for *Play Time*? When you leave? Are the friends settled down when you leave and what could be done to settle the friends down if they are not ready to go back to class work?
2. Who will be the leader in "Follow the Leader" during *Play Time* 6?
3. Peer Facilitators pick partners and make their partners into Gingerbread Cookies. Be sure and talk about what you are doing and name body parts and describe them as you make your cookie.

PLAY TIME 6

Objectives:

1. To increase self-awareness through bodily contact.
2. To increase the abstract thought processes through fantasy.
3. To provide an opportunity for the special friends to experience a sharing relationship in a playful manner.

Enter singing, "If You're Happy and You Know It, Clap Your Hands."

Beginning Circle: 7 minutes

1. IHSFY: Introduced in *Play Time* 1. (3 minutes)
2. Follow the Leader: Introduced in *Play Time* 4. (4 minutes)

Individual Time: 13 minutes

1. Ring My Bell: Introduced in *Play Time* 4. (4 minutes)
2. Gingerbread Cookie: The peer facilitators will make their special friends into gingerbread cookies. Peer facilitators should tell their special friends what they are going to do before they begin. The special friends lie down on the floor and they are the dough from which the peer facilitators will form gingerbread cookies in the shape of people, their special friends. To begin, the special friends are just dough and need some sugar to sweeten it, some eggs to make it hold together, and some ginger to make it just right! Now, mix it all up; the process will probably tickle the special friends! Begin making the cookies by pulling out legs, arms, and heads. Be very careful to include all body parts and to describe what is being done. Is the nose long and skinny or short and turned up? Are there dimples? Curly hair? Long, straight hair? Peer facilitators need to go slowly while they talk continuously describing their special friends as they make their delicious cookies. Peer facilitators may add raisins for buttons, M&Ms for eyes and don't forget the belly button! When the gingerbread cookies are finished,

put them in the oven to bake, just pretend. Smell how good they are while they bake. They smell so good the peer facilitators can hardly wait to eat them up which they do when the cookies (special friends) are done. UMM, good! (5 minutes)

3. Old Games: Introduced in *Play Time* 5. (4 minutes)

Closing Circle: 10 minutes

Imaginary Trip: All partners are to turn and face each other and hold hands while sitting on the floor. The circle leader leads the group on an imaginary trip down a river in row boats. The circle leader tells the group, "We are going on an imaginary boat trip down a river and we will see all kinds of things. Let's get our boats moving down the river." Sing "Row, row, row your boat" as the trip begins and rock back and forth as the boat is rowed. The rocking and rowing motion continues on the trip, sometimes slowly and sometimes quickly. The circle leader begins talking about things on the river bank such as tall trees,

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animals, birds, and anything that might be seen along a river bank. They may also see animals in the water and stop to fish for a big one, row quickly away from the snapping alligator and oh, please don't fall overboard reaching out for a turtle. The circle leader should encourage special friend participation by asking, "What could be in the bushes?" or "What kind of a bird is that way up there?" Peer facilitators and special friends need to use their imaginations and have an exciting trip. Hope a storm doesn't brew up while you are on the river, but if it does, you better hurry home! (10 minutes)

SUPERVISION 6

Peer Facilitator Reaction:

1. While playing "IHSFY," did your partner volunteer or seem to want to pass something or be the leader? Did your friend contribute during the "Imaginary Trip?" If special friends are not contributing, how could you encourage them to be an active participant in circle times?
2. How did your special friend react to being a "Gingerbread Cookie?" Did your friend laugh?
3. What "Old Game" did you play?

Supervisor Questions:

1. Discuss how peer facilitators feel about the *Play Times* and their special friends. Are they having fun? Ask the peer facilitators to share something special with the group about their special friends.
2. Play "Stick-Em" with a peer facilitator to demonstrate this game. Don't forget to name body parts.
3. What are some things peer facilitators could do while playing "Mirror Me?" What should peer facilitators do if their friends say, "I don't know what to do?" (Copy everything they do.) Practice with partners mirroring a special friend who doesn't know what to do.

PLAY TIME 7

Objectives:

1. To increase self-awareness.
2. To have fun and laugh.
3. To increase cognitive knowledge in the conceptual area of special relationships.
4. To increase awareness of others.

Enter singing, "If You're Happy and You Know It, Clap Your Hands."

Beginning Circle: 6 minutes

1. Variations of Theme Song: Introduced in *Play Time* 3. (2 minutes)
2. Awareness Song: Introduced in *Play Time* 5.

Individual Time: 16 minutes

1. Old Games: Introduced in *Play Time* 5. (4 minutes)
2. Stick-Em: A peer facilitator places a hand somewhere on the friend's body and the special friend tries to remove the peer facilitator's hand. Example: A peer facilitator puts a hand on a special friend's foot and says, "I've got your foot." The peer facilitator keeps the hand there for about five seconds while the special friend tries to remove it and then the peer facilitator moves the hand to the special friend's arm or some other body part. (4 minutes)
3. Comparing Body Size: Peer facilitators and special friends compare a variety of bodily parts. Begin with comparing hand and feet sizes. Continue these comparisons as you investigate through measuring lengths of arms, legs, hair, total bodies, etc. Peer facilitators talk to their special friends continuously during this activity, emphasizing the vocabulary and concepts of size and special relationships such as bigger/smaller, taller/shorter, longer/shorter, thinner/wider, etc. (4 minutes)

4. Mirror Me: Peer facilitators stand facing their special friends. Each twosome decides who will be the leader and mirror first. Leaders make a wide variety of motions and their partners imitate them acting like a mirror. Facial expressions should be included. When the special friends are the leaders, allow sufficient time for them to decide movements for themselves and imitate whatever they do. Continue taking turns as leaders and mirrors during this activity. (4 minutes)

Closing Circle: 8 minutes

Wearing Your Shoes: Everyone takes off their shoes and places them in the center of the circle. The circle leader tells everyone to close their eyes while the shoes are mixed up. When the shoes are mixed up, the circle leader tells them to keep their eyes closed and reach in and take the first shoe they touch. The circle leader then gives them the mate to the selected shoe. Put them on if they aren't too little. Go around the circle and tell what you think it is like to be the person whose shoes you are wearing; to be in their shoes. (8 minutes)

SUPERVISION 7

Peer Facilitator Reaction:

1. What "Old Game" did you play? Are you playing the same one each time or different ones? What game have you not played lately?
2. Whose shoes did your special friend get while playing "Wearing Your Shoes?" What did your special friend say it would be like being that person? Who got your special friend's shoes and what did that person say it would be like to be your friend?
3. What do you think it would be like to be your special friend? To be in that person's shoes?

Supervisor Questions:

1. Discuss individual games the peer facilitators feel would help their special friends to encourage a specific area of development? Why?
2. Peer facilitators should decide what instrument they will make for *Play Time* 8. Talk about how different instruments could be made.
3. Peer facilitators pick a partner and play "Friend-in-the-Box."

PLAY TIME 8

Objectives:

1. To provide an opportunity for the enjoyment of self-expression.
2. To provide an opportunity for the enjoyment of personal interaction.
3. To increase abstract thinking.

Enter singing, "If You're Happy and You Know It, Clap Your Hands."

Beginning Circle: 10 minutes

Group Band: Peer facilitators bring instruments for themselves and their special friends. The instruments will be things they find at home: a cardboard tube, two pot lids, blocks, an egg beater, bells, cans, sticks, etc. Play marching music and march to the music playing the home made instruments. (10 minutes)

Individual Time: 15 minutes

1. Friend-in-the-Box: One of the partners pretends to be in a box. The other sings:
   "Where is ___(name)___ ?
   Where is _____ ?
   Where is he/she?
   Where is he/she?
   I don't see him/her.
   I don't see him/her.
   (They pop up.)
   There _____(name)___ is!
   There _____(name)___ is!"

Sing the song to the tune of "Are You Sleeping?" Take turns being the "Friend-in-the-Box." (4 minutes)

2. Pretend Trip: Peer facilitators and special friends pretend to go on a trip. They will plan together where they will go and how they will get there. The trip may be on a plane to visit someone special, riding bikes through the country, taking a rocket to the moon or going by car through rugged mountains. Talk about all the pretend things that can be seen and what happens as the trip progresses. Peer facilitators need to encourage their special friends to be active participants. Use imagination and have an exciting trip! (6 minutes)
3. Old Games: Introduced in *Play Time* 5. (5 minutes)

Closing Circle: 5 minutes

Rock-A-Bye-Baby: Introduced in *Play Time* 5. (5 minutes)

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SUPERVISION 8

Peer Facilitator Reaction:

1. What "Old Game" did you decide to play and why?
2. Where did you go on your pretend trip? Give an example of how your friend displayed imagination?
3. How do you think it feels to be rocked in the cradle?

Supervisor Questions:

1. What are some changes the peer facilitators have observed in their special friends since the beginning of *Play Times*? Do they talk more? Do they verbalize their feelings? Do they participate eagerly?
2. Play "Touch Something Blue" as a group with peer facilitators as partners.
3. How can peer facilitators encourage the special friends to decide for themselves what they will be "Under the Big Top?" Which skills could peer facilitators use to encourage their friends to make their own decisions?

PLAY TIME 9

Objectives:

1. To increase the cognitive knowledge of colors.
2. To enhance decision-making ability through making choices.
3. To have a positive experience performing in front of others.
4. To enhance social interactions through role play.

Enter singing, "If You're Happy and You Know It, Clap Your Hands."

Beginning Circle: 5 minutes

Touch Something Blue: Peer facilitators and special friends will stay in pairs throughout this activity. The circle leader begins by saying, "Touch something blue." Partners must go together and touch another person in the circle who is wearing blue. When all partners are touching blue, the circle leader calls out another direction, "Touch something red." All partners go touch someone wearing red. Continue changing colors. The game ends when the circle leader repeats the opening direction, "Touch something blue." (5 minutes)

Individual Time: 15 MINUTES

1. Gingerbread Cookie: Introduced in *Play Time* 6. (5 minutes)
2. Mirror Me: Introduced in *Play Time* 7. (4 minutes)
3. Under the Big Top: Plan a circus act. Each special friend selects a circus animal or performer to imitate. Examples may be a tight rope walker, an elephant, a lion or a clown. Peer facilitators practice introducing their special friends while special friends practice their acts. (6 minutes)

Closing Circle: 10 minutes

Circle Under the Big Top: Use a sheet for the "big top" held by the peer facilitators. The circle leader introduces each peer facilitator, who in turn introduces the special friend and the act they will perform under "the big top" in the middle of the circle. Applaud each act. (10 minutes)

SUPERVISION 9

Peer Facilitator Reaction:

1. What was fun about playing "Touch Something Blue?" Do the special friends know their colors?
2. What did the special friends choose to be "Under the Big Top?" Did your special friends have ideas or did you have to help them decide what to do?
3. My special friend is special because _____ .

Supervisor Questions:

1. Peer facilitators share about a time they have shared their feelings with their special friends or their special friends have shared their feelings with them.
2. Play "Row, Row, Row Your Boat" with a peer facilitator. Discuss ways peer facilitators need to be careful while playing this game and "Sliding Hands" so no one gets hurt.
3. As a group, play "Hokey Pokey." Make sure everyone knows the words and movements.

PLAY TIME 10

Objectives:

1. To increase self expression and body awareness through movement.
2. To enhance an awareness of cooperation.
3. To increase cognitive knowledge of body parts.
4. To increase feelings of self-worth.

Enter singing, "If You're Happy and You Know It, Clap Your Hands."

Beginning Circle: 5 minutes

Follow the Leader: Using some lively music, students follow the circle leader around the room skipping, marching, or dancing. The circle leader passes the leadership to peer facilitators and special friends. Special friends are encouraged to explore various forms of free body expression. (5 minutes)

Individual Time: 14 minutes

1. Stick 'Em: Introduced in *Play Time* 7. (4 minutes)
2. Row, Row, Row Your Boat: Partners sit on the floor facing each other and hold hands. They rock back and forth as they sing "Row, Row, Row Your Boat." At the end of the song, peer facilitators fall back, pulling their special friends with them. Special friends may pull their peer facilitators sometimes too. (4 minutes)
3. Sliding Hands: Peer facilitators and special friends put lotion on their hands and arms up to their elbows. Hold hands, lean back and slide away. Don't use too much lotion. Rub it in when the game is over. (6 minutes)

Closing Circle: 11 minutes

1. Hokey Pokey: Sing the "Hokey Pokey" song and do the movements that go along with the song. (4 minutes)
2. Sharing: Peer facilitators share something they really enjoy about their special friends. (7 minutes)

SUPERVISION 10

Peer Facilitator Reaction:

1. Tell about a way your special friend has become more of an active participant in the games since we first began *Play Times*.
2. While playing "Hokey Pokey," were your special friends able to do the body movements? Do they know left from right?
3. What did you share that you really like about your special friend?

Supervisor Questions:

1. Discuss how the peer facilitators are using skills taught during training as reflective listening and asking open questions during *Play Times*.
2. Discuss where students may find books with nursery rhymes in them for *Play Time* 11.
3. Play "Willy Wump" with a peer facilitator. What is the Willy Wump's personality?

PLAY TIME 11

Objectives:

1. To increase self expression.
2. To increase awareness of others.
3. To increase cognitive knowledge of descriptive terminology.
4. To create an atmosphere of peer nurturing.

Enter singing, "If You're Happy and You Know It, Clap Your Hands."

Beginning Circle: 7 minutes

1. IHSFY: Introduced in *Play Time* 1. (3 minutes)
2. Touch Something Blue: Introduced in *Play Time* 9. The circle leader may add touching things--other than colors--such as someone wearing glasses, a hair bow or boots. (4 minutes)

Individual Time: 14 minutes

1. Nursery Rhymes: Peer facilitators bring in some nursery rhymes and share two or three with their special friends. Together, choose one to act out for the group in Closing Circle. Practice reciting the rhyme and acting it out. (10 minutes)
2. Willy Wump: Peer facilitators walk their fingers up and down their special friends' arms and legs telling them the Willy Wump is looking for a tummy to tickle. The suspense brings laughter all by itself. The peer facilitator's fingers finally find a tummy and Willy Wump gives a good tickle. (4 minutes)

Closing Circle: 9 minutes

Nursery Rhyme Performance: Peer facilitators and special friends act out the rhyme, the group guesses what the rhyme is. The peer facilitator and the special friend lead the group in reciting the rhyme after they have guessed it. (9 minutes)

SUPERVISION 11

Peer Facilitator Reaction:

1. What nursery rhyme did your special friend choose?
2. How did your special friends respond to being the center of attention while performing their nursery rhymes?
3. In what way, do you see your special friend becoming more interested or concerned about others in the group?

Supervisor Questions:

1. Decide if peer facilitators will use store bought puppets or make puppets in *Play Time* 1. If making puppets, discuss different ways to make one.
2. Practice sharing happy and sad feelings with peer facilitators responding to the feelings using reflective responses.
3. Discuss how a puppet may help individuals share their feelings.

PLAY TIME 12

Objectives:

1. To increase awareness of happy and sad feelings.
2. To relate feelings with events.
3. To increase the ability to verbalize feelings.
4. To universalize events and feelings.

Enter singing, "If You're Happy and You Know It, Clap Your Hands."

Beginning Circle: 5 minutes

IHSFY with Puppets: "IHSFY" was introduced in *Play Time* 1. The peer facilitators will each have a puppet. The puppets may be home made or store bought. Play "IHSFY" with the special friends using the puppets. Examples may include the special friends introducing their puppet, the puppet patting the next friend on the head, shaking hands with the next friends or the puppet may give the friend a pat on the cheek. (5 minutes)

Individual Time: 15 minutes

1. Puppet Talk: Use the puppet to talk about feelings. The special friends hold the puppet and shares through the puppet. The peer facilitators will ask questions about what makes the special friends sad and happy. The peer facilitators will encourage their special friends to talk about events related to these feelings. Examples of leading statements the peer facilitators can use are:
   1) Tell me about a time you are happy/sad when playing with friends.
   2) Tell me about a time you are happy/sad at home; at school.
   3) Tell me about a time you are happy/sad when you are playing alone.

   (12 minutes)
2. Prep Time: Prepare for the special friends to share both a happy and sad experience with the group in closing circle. (3 minutes)

Closing Circle: 10 minutes

1. Sharing: Each special friend shares a happy time for them using the puppet to tell about it. (5 minutes)
2. Sharing: Each special friend shares a sad time for them using the puppet to tell about it. (5 minutes)

SUPERVISION 12

Peer Facilitator Reaction:

1. A happy feeling expressed by my special friend was _____.
2. A sad feeling expressed by my special friend was _____.
3. A happy feeling I have concerning my special friend is _____.
4. A sad feeling I have concerning my special friend is _____.

Supervisor Questions:

1. Share things peer facilitators learned about their special friends while sharing happy feelings.
2. Share feelings peer facilitators have about *Play Times* coming to an end.
3. Peer facilitators should think about what they will relate when they sing about their special friends in *Play Time* 13 during the "Awareness Song."

PLAY TIME 13

Objectives:

1. To prepare for the close of *Play Time*.
2. To continue to express feelings.
3. To ensure that the special friends know how special they are to the peer facilitators.

Enter singing, "If You're Happy and You Know It, Clap Your Hands."

Beginning Circle: 5 minutes

Awareness Song: Introduced in *Play Time* 5. The peer facilitators will sing about their special friends, sharing feelings they have had during *Play Times*. Examples are: "Here is Jason. He is loving. I like to hug him" or "Here is Karen. She is funny. She makes me laugh."

Individual Time: 15 minutes

1. Puppet Talk: Using the puppets from *Play Time* 12, peer facilitators and special friends share with each other feelings they have had during previous *Play Times*. Peer facilitators will also share how they will feel when *Play Times* are over to begin to prepare for saying "Goodbye." (10 minutes)
2. Old Games: Introduced in *Play Time* 5. (5 minutes)

Closing Circle: 10 minutes

1. Sharing: Peer facilitators share feelings they have had about their special friends and *Play Times*. Examples: "I really look forward to coming to play" or "I feel like my special friend is like a sister" or "I will always remember the way Susan giggles when we play Gingerbread." (5 minutes)
2. Hokey Pokey: Introduced in *Play Time* 10. The atmosphere may need to be lightened before leaving, and this will help.

SUPERVISION 13

Peer Facilitator Reaction:

1. A feeling expressed by my special friend concerning the end of *Play Times* was _____.
2. A feeling I have concerning the end of *Play Times* is _____.
3. My strongest feeling towards my special friend is best described as _____.

Supervisor Questions:

1. Why should we encourage the special friends to discuss their feelings about *Play Times* coming to an end?
2. Why should peer facilitators tell their special friends about how they feel concerning the conclusion of *Play Times*?
3. Decide what game the peer facilitators would like to play during Beginning Circle in *Play Time* 14.
4. Discuss the games the peer facilitators have enjoyed playing most during Individual Times.

PLAY TIME 14

Objectives:

1. To enjoy playing games that were favorites.
2. To enhance awareness that repetition can be pleasurable and desirable.

Enter singing, "If You're Happy and You Know It, Clap Your Hands."

Beginning Circle: 5 minutes

Old Games: Peer facilitators decide on a favorite activity from previous *Play Times* used in beginning circle. (5 minutes)

Individual Time: 20 minutes

Old Games: Introduced in *Play Time* 5. This time the peer facilitators may also suggest playing a games they really like.

Closing Circle: 5 minutes

Rock-A-Bye-Baby: Introduced in *Play Time* 5. (5 minutes)

SUPERVISION 14

Peer Facilitator Reaction:

1. Next week will be the last *Play Time* and I feel _____ .
2. I have learned I can help another individual by _____.
3. A way I have observed my special friend to change is _ _____ .

Supervisor Questions:

1. Discuss the atmosphere to be created during the last *Play Time*. It should be one where the peer facilitators let the special friends know they will miss them, but they have thoroughly enjoyed the time spent together and their friendship.
2. Plan the refreshments for *Play Time* 15 and decide what the peer facilitators will give their special friends during Closing Circle.

PLAY TIME 15

Objectives:

1. To create a positive experience with closure.
2. To encourage the verbalization of strong, emotional feelings.

Enter singing, "If You're Happy and You Know It, Clap Your Hands."

Beginning Circle: 10 minutes

The circle leader discusses *Play Times* ending. Areas the circle leader includes are: we have all enjoyed our *Play Times* together; today is our last time to be together; it is sad to end special, fun times like we have had together; we will all have some very happy memories. Then the circle leader encourages each person in the group to share their feelings about the times they have spent together and how they feel about *Play Times* ending. (10 minutes)

Individual Time: 10 minutes

Old Games: Introduced in *Play Time* 5. (10 minutes)

Closing Circle: 10 minutes

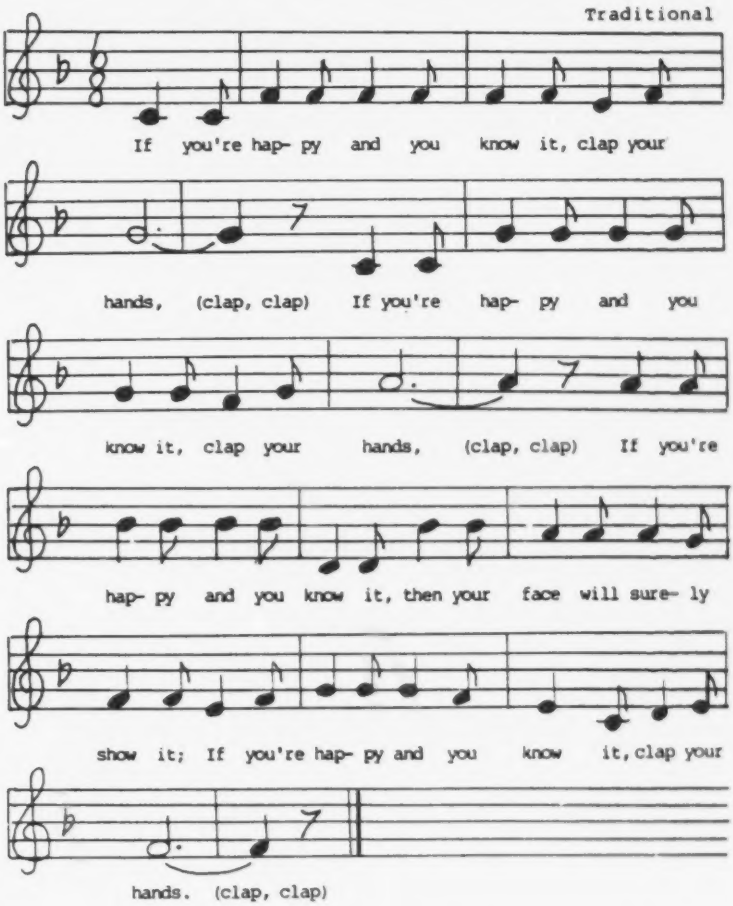
Peer facilitators will bring in small gifts or a hand made cards for their special friends. Each presentation will be done individually for the group to observe. Serve cookies and juice. (10 minutes)

SUPERVISION 15

Processing *Play Times*:

1. What will the peer facilitators always remember about this experience?
2. What have you, the peer facilitator, learned about yourself during this experience?
3. How do you feel this experience may make a difference in your life?

Appendix

If You're Happy and You Know It

Traditional
If you're hap- py and you know it, clap your
hands, (clap, clap) If you're hap- py and you
know it, clap your hands, (clap, clap) If you're
hap- py and you know it, then your face will sure- ly
show it; If you're hap- py and you know it, clap your
hands. (clap, clap)

Arranged by Carl Boyd

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